

Okatie Elementary

53 Cherry Point Road
Okatie, SC 29909

Grades	PK-5 Elementary School	
Enrollment	458 Students	
Principal	Jamie Pinckney	843-322-7700
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	54	28	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Average	Average	Yes
2005	Average	Unsatisfactory	No

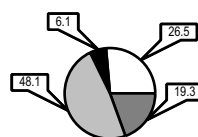
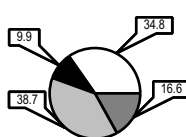
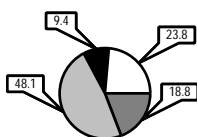
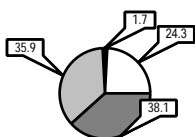
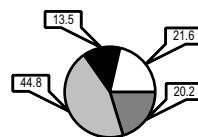
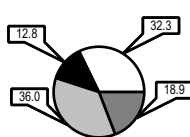
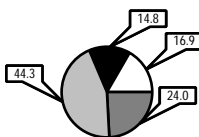
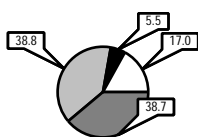
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	215	100.0	24.3	35.9	38.1	1.7	48.1	Yes	Yes
Gender									
Male	119	100.0	29.4	37.3	33.3	0.0	40.2		
Female	96	100.0	17.7	34.2	44.3	3.8	58.2		
Racial/Ethnic Group									
White	133	100.0	13.3	37.2	46.9	2.7	59.3	Yes	Yes
African American	40	100.0	40.0	40.0	20.0	0.0	22.9	I/S	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	50.0	26.7	23.3	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	191	100.0	19.9	36.0	42.2	1.9	53.4		
Disabled	24	100.0	60.0	35.0	5.0	0.0	5.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	215	100.0	24.3	35.9	38.1	1.7	48.1		
English Proficiency									
Limited English Proficient	26	100.0	63.6	18.2	18.2	0.0	18.2	I/S	I/S
Non-Limited English Proficient	189	100.0	18.9	38.4	40.9	1.9	52.2		
Socio-Economic Status									
Subsidized meals	97	100.0	39.8	36.1	24.1	0.0	27.7	No	Yes
Full-pay meals	118	100.0	11.2	35.7	50.0	3.1	65.3		

Mathematics – State Performance Objective = 36.7%									
All Students	215	100.0	23.8	48.1	18.8	9.4	43.1	Yes	Yes
Gender									
Male	119	100.0	25.5	42.2	18.6	13.7	45.1		
Female	96	100.0	21.5	55.7	19.0	3.8	40.5		
Racial/Ethnic Group									
White	133	100.0	8.0	56.6	22.1	13.3	54.9	Yes	Yes
African American	40	100.0	51.4	40.0	5.7	2.9	17.1	I/S	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	53.3	26.7	20.0	0.0	23.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	191	100.0	20.5	49.1	19.9	10.6	46.0		
Disabled	24	100.0	50.0	40.0	10.0	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	215	100.0	23.8	48.1	18.8	9.4	43.1		
English Proficiency									
Limited English Proficient	26	100.0	72.7	22.7	0.0	4.5	9.1	I/S	I/S
Non-Limited English Proficient	189	100.0	17.0	51.6	21.4	10.1	47.8		
Socio-Economic Status									
Subsidized meals	97	100.0	45.8	42.2	10.8	1.2	22.9	No	Yes
Full-pay meals	118	100.0	5.1	53.1	25.5	16.3	60.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	215	100.0	34.8	38.7	16.6	9.9	26.5
Gender							
Male	119	100.0	38.2	35.3	13.7	12.7	26.5
Female	96	100.0	30.4	43.0	20.3	6.3	26.6
Racial/Ethnic Group							
White	133	100.0	17.7	46.0	22.1	14.2	36.3
African American	40	100.0	65.7	25.7	5.7	2.9	8.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	63.3	30.0	6.7	0.0	6.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	191	100.0	32.9	38.5	18.0	10.6	28.6
Disabled	24	100.0	50.0	40.0	5.0	5.0	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	215	100.0	34.8	38.7	16.6	9.9	26.5
English Proficiency							
Limited English Proficient	26	100.0	68.2	22.7	4.5	4.5	9.1
Non-Limited English Proficient	189	100.0	30.2	40.9	18.2	10.7	28.9
Socio-Economic Status							
Subsidized meals	97	100.0	59.0	31.3	8.4	1.2	9.6
Full-pay meals	118	100.0	14.3	44.9	23.5	17.3	40.8

Social Studies							
All Students	215	100.0	26.5	48.1	19.3	6.1	25.4
Gender							
Male	119	100.0	29.4	44.1	20.6	5.9	26.5
Female	96	100.0	22.8	53.2	17.7	6.3	24.1
Racial/Ethnic Group							
White	133	100.0	13.3	51.3	26.5	8.8	35.4
African American	40	100.0	54.3	42.9	2.9	0.0	2.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	46.7	43.3	10.0	0.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	191	100.0	23.0	49.7	20.5	6.8	27.3
Disabled	24	100.0	55.0	35.0	10.0	0.0	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	215	100.0	26.5	48.1	19.3	6.1	25.4
English Proficiency							
Limited English Proficient	26	100.0	54.5	40.9	0.0	4.5	4.5
Non-Limited English Proficient	189	100.0	22.6	49.1	22.0	6.3	28.3
Socio-Economic Status							
Subsidized meals	97	100.0	41.0	51.8	7.2	0.0	7.2
Full-pay meals	118	100.0	14.3	44.9	29.6	11.2	40.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	63	98.4	13.6	15.3	59.3	11.9	71.2
	4	56	100.0	19.2	55.8	25.0	N/A	25.0
	5	70	100.0	32.4	48.5	19.1	N/A	19.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	85	100.0	19.4	31.9	44.4	4.2	48.6
	4	71	100.0	29.0	33.9	37.1	0.0	37.1
	5	59	100.0	25.5	44.7	29.8	0.0	29.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	63	100.0	16.7	70.0	11.7	1.7	13.3
	4	56	100.0	25.0	42.3	28.8	3.8	32.7
	5	70	100.0	27.9	52.9	5.9	13.2	19.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	85	100.0	23.6	54.2	12.5	9.7	22.2
	4	71	100.0	24.2	43.5	22.6	9.7	32.3
	5	59	100.0	23.4	44.7	23.4	8.5	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	85	100.0	27.8	43.1	19.4	9.7	29.2
	4	71	100.0	35.5	37.1	17.7	9.7	27.4
	5	59	100.0	44.7	34.0	10.6	10.6	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	85	100.0	19.4	55.6	16.7	8.3	25.0
	4	71	100.0	27.4	46.8	22.6	3.2	25.8
	5	59	100.0	36.2	38.3	19.1	6.4	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 458)				
First graders who attended full-day kindergarten	94.2%	Down from 98.7%	100.0%	100.0%
Retention rate	1.4%	Up from 1.0%	2.5%	3.0%
Attendance rate	95.4%	Down from 98.8%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Down from 4.9%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Down from 3.7%	2.9%	3.2%
Eligible for gifted and talented	18.7%	Up from 16.1%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Down from 5.3%	7.7%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	51.2%	Up from 38.2%	54.0%	52.6%
Continuing contract teachers	68.3%	Up from 58.8%	84.6%	83.3%
Highly qualified teachers	89.2%	Down from 90.0%	93.3%	93.5%
Teachers with emergency or provisional certificates	6.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.0%	87.0%
Teacher attendance rate	95.6%	Down from 96.2%	94.9%	95.0%
Average teacher salary	\$43,967	Up 13.1%	\$42,554	\$41,703
Prof. development days/teacher	29.4 days	Up from 21.1 days	12.7 days	12.8 days
School				
Principal's years at school	0.0	Down from 1.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 20.1 to 1	19.2 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 92.3%	90.0%	89.8%
Dollars spent per pupil*	\$6,528	N/A	\$5,947	\$6,242
Percent of expenditures for teacher salaries*	64.8%	N/A	67.3%	65.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Up from 90.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Okatie Elementary School, home of Okie the Owl, had a memorable second year "as a science and technology-based school designed to challenge the minds of all." We successfully implemented a "year-round" calendar. During the fall and spring breaks we held our intersession program, Project Launch, which provided remediation as well as a variety of clubs including kayaking, quilting, drama, scouting, gardening and baking. Children who need extra academic help on a daily basis were also encouraged to participate in the after-school program Endeavor. To insure that our non-English speaking students experience optimal success at school we implemented Gateway and ESOL programs. Both are designed to slowly mainstream students into classes as they are able to effectively understand and communicate the basics of English.

The staff continued to hone their skills by attending a variety of professional development classes this year for Collins Writing, Performance Assessments, Data Analysis, Power Standards, and Every Day Math. We also took pride in the nominations of JulieAnn Aaron, teacher of the year, Cathy Aust, our paraprofessional of the year and Theresa Hershberger who was recognized as our Volunteer of the Year. Kindergarten teacher, Donna Smith, received her National Board Certification this year joining four additional teachers in the school with this certification.

OES prides itself on creating new and interesting ways to help our students learn. Rebecca Maher, art teacher, was responsible for combining the help of students, community artists and residents to create the "Quilt of Local Lore" as well as murals of Monet's Garden, an Underwater Saltwater scene, and teaching maps. W.H.O.O.S. Reading, our independent reading program, increased students' fluency in reading and instilled a thirst for reading. Okatie's Literacy Coach, Kim Young, was instrumental in the implementation of this program.

In keeping with our Science and Technology platform, our Science Lab developed into a place where our children were eager to be. Our students used what they learned in the lab by working on projects around the school and in the garden. Our science teacher, Helen Goodman, was awarded the Bright Ideas Grant by Palmetto Electric. Our fourth and fifth graders were involved in a "Tablets" technology integration pilot.

Our student body has blossomed while our programs bloomed. Our mascot, Okie, attended all school related functions modeling our WINGS responsible student program. We offered color guard, cheerleading, strings, and band for students. Our Parent Teacher Organization hosted many successful fundraisers, enabling us to make improvements around the campus including shade trees, tether ball and Four Square. The partnerships that we have nurtured between our staff, students, parents, and the community continue to thrive and provide the foundation for our school to prosper.

Jamie Pinckney, Principal

Stephanie Burns, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	57	46
Percent satisfied with learning environment	92.3%	87.7%	80.4%
Percent satisfied with social and physical environment	97.4%	84.2%	87.0%
Percent satisfied with school-home relations	94.9%	91.2%	72.1%

*Only students at the highest elementary school grade level at this school and their parents were included.